

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California 93407
ACADEMIC SENATE

Meeting of the
Academic Senate Executive Committee
Tuesday, November 3, 1998
UU220, 3:00-5:00pm

- I. Minutes: none.
- II. Communication(s) and announcement(s):
- III. Reports:
 - A. Academic Senate Chair:
 - B. President's Office:
 - C. Provost's Office
 - D. Statewide Senators:
 - E. CFA Campus President:
 - F. ASI Representative:
 - G. Other:
- IV. Consent agenda:
- V. Business item(s):
 - A. **Curriculum proposals:** Keesey, Chair of the Curriculum Committee (to be distributed. Proposal summaries can be viewed at <http://www.calpoly.edu/~acadprog/SummarySites>).
 - B. **Academic Senate committee vacancies** (p. 2).
 - C. **University-wide committee vacancies:** (pp. 3-5).
 - D. **Election of part-time representative to the Academic Senate:** (pp. 6-7).
 - E. **Formation of ad hoc committee to prepare Cornerstones Implementation Plan response.**
 - F. **Formation of committee to award honorary degree: CBUS alumni.**
 - G. **Resolution on 1997/98 Program Review and Improvement Committee Report of Findings and Recommendations:** Stanton, Chair of the Program Review and Improvement Committee (pp. 8-49).
- VI. Discussion item(s):
 - A. **Briefing on ITS-TII & CMS (Integrated Technology Strategy-Technology Infrastructure Initiative & Collaborative Management Systems):** Hanley, Vice Provost for ITS **[TIME CERTAIN 3:15 TO 3:45PM]**
 - B. **Preparations for open meetings of the Academic Senate:**
 - 1. Senate meeting on 11.10.98 -- report on Advancement.
 - 2. Senate meeting on 11.30.98 -- Chancellor Reed.
- VII. Adjournment:

10.21.98

**Academic Senate Committee Vacancies
For 1998-1999**

College of Architecture and Environmental Design

Two academic senators (one 1-year term, one 2-year term)

Grants Review Committee

College of Business

Fairness Board Committee

Jack Robison (Accounting)

College of Liberal Arts

US Cultural Pluralism Subcommittee

Philip Yang (Ethnic Studies)

Professional Consultative Services

Library Committee

**University Wide Committees Vacancies
For 1998-1999**

Highlighted names are the Chair's recommendations.

ASI Facilities and Operations Committee

(1 Appointment, 1 Current Vacancy)

ASI PACE Committee

(1 Appointment, 1 Current Vacancy)

Gill, Jeff

CLA

Cal Poly Plan Steering Committee

(3 Appointments, 1 Current Vacancy)

Campus Fee Advisory

(1 Appointment, 1 Current Vacancy)

Gill, Jeff

CLA

Coordinating Committee on Aids and HIV Infection

(1 Appointment, 1 Current Vacancy)

Cook, Barbara

CLA

1 of 2

Disability Resource Center Advisory Committee

(4 Appointments, 1 Current Vacancy, Replacement for Pat Acord 1997-1999)

Jones, Carolyn

PCS

2 of 2

Suhr, Moon Ja M

CLA

1 of 1

Faculty Development Grants Review Committee

(1 Appointment, 1 Current Vacancy)

Stefanco, Carolyn

CLA

2 of 2

Yong, Y.C.

CENG

1 of 2

Global Affairs Council

(1 Appointment, 1 Current Vacancy)

Agbo, Samuel	CENG	1 of 1
Battensburg, John	CLA	1 of 2
Foroohar, Manzar	CLA	3 of 3
Geringer, J. Michael	CBUS	1 of 1
Lo, Kurt	CENG	1 of 4
Mori, Barbara	CLA	2 of 3
O'Keefe, Tim	CAGR	3 of 4
Wetzel, Jean	CLA	2 of 4
Yong, Y.C. Incumbent	CENG	2 of 2

Information Resources Management Policy and Planning Committee

(3 Appointments, 1 Current Vacancy)

Lo, Kurt	CENG	4 of 4
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Institutional Animal Care and Use Committee (IACUC)

(1 Appointment, 1 Current Vacancy)

Instructional Advisory Committee on Computing (IACC)

(6 Appointments, 2 vacancies 1 - CAGR, 1 - CBUS)

Hass, Cindy	CAGR	6 of 6
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Instructionally Related Activities Advisory Committee

(1 Appointment, 1 Current Vacancy)

Keesey, Doug	Senate Curriculum Committee Chair
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Liberal Studies Committee

(5 Appointments, 1 vacancy from Math)

Ward, Robin	CSM
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Registration and Scheduling Committee

(6 Appointments, 1 vacancy from CAGR)

Resource Use Committee

(3 Appointments, 3 Current Vacancies)

Hendricks, Bill	CAGR	4 of 5
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Student Affairs Council

(3 Appointments, 1 Current Vacancy)

Fritz, Suzanne	Student Affairs	2 of 3
Hass, Cindy	CAGR	3 of 6
Jones, Carolyn	PCS	1 of 2
<i>Mallareddy, H</i>	CENG	3 of 3
McDonald, Luann	PCS	2 of 3
Moore, Carole	Career Services	1 of 1

Student Health Advisory Committee

(1 Appointment, 1 Current Vacancy)

Cook, Barbara	CLA	2 of 2
Hass, Cindy	CAGR	2 of 6
<i>Suhr, Moon Ja M</i>	CLA	2 of 2

Summer Advising Program Committee

(1 Appointment, 1 Current Vacancy)

<i>Breitenbach, Stacey</i>	CENG	4 of 4
<i>Devore, Jay</i>	CSM	2 of 2

Writing Skills Advisory Committee

(6 Appointments, 2 Current Vacancies)

<i>Brown, Ken</i> Incumbent	CENG	1 of 1
<i>LaPorte, Mary</i> Incumbent	CLA	1 of 1

-6-
RECEIVED

State of California

OCT 2 1998

California Polytechnic State University
San Luis Obispo, California 93407

MEMORANDUM **Academic Senate**

Date: September 28, 1998

To: **All Part-time Academic Employees**

From: Margaret Camuso
Academic Senate

Subject: **Academic Senate Membership**

The Academic Senate is seeking a part-time academic employee to represent the temporary faculty of Cal Poly. This is a nonvoting position, appointed quarterly/annually (according to one's appointment) during the academic year.

If you are interested in serving on the Academic Senate, please fill in the information below and return it to the Academic Senate office (38-143) with a copy of your vita and/or a short statement expressing your interest in serving. If you have any questions regarding this position, please contact the Academic Senate office at 756-1258 or mcamuso@calpoly.edu. Thank you.

I am interested in serving as the part-time faculty representative to the Academic Senate.

NAME: MARTIN B. KOCH

DEPARTMENT: IME

EMAIL ADDRESS: MKOCH

OFFICE NO. 26-110A

DEPT NO. IME

Signature: Martin B. Koch

MUST BE RECEIVED BY OCTOBER 16, 1998

-7-
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State of California

OCT 2 1998

California Polytechnic State University
San Luis Obispo, California 93407

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I am interested in serving as the part-time faculty representative to the Academic Senate.

NAME: Mina A Vaughn

DEPARTMENT: Speech Communication

EMAIL ADDRESS: mvaughn.calpoly

OFFICE NO. 36N

DEPT NO. 47-33

Signature: Mina A Vaughn

MUST BE RECEIVED BY OCTOBER 16, 1998

Adopted:

**ACADEMIC SENATE
Of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA**

**AS- -98/PRAIC
RESOLUTION ON
1997/98 PROGRAM REVIEW AND IMPROVEMENT COMMITTEE
REPORT OF FINDINGS AND RECOMMENDATIONS**

WHEREAS, The following departments/programs were reviewed during the 1997/98 academic year:

Ethnic Studies Program
Chemistry and Biochemistry
Physics
Psychology and Human Development
Philosophy
Graphic Communication
General Engineering Program
Computer Engineering Program
Business Administration Program (BSBA)
College of Business (MBA)
Construction Management Department
Food Science and Nutrition
Soil Sciences Program;

and

WHEREAS, The Academic Senate acknowledges receipt of the Program Review and Improvement Committee's "Report on programs reviewed during 1997/98"; therefore, be it

RESOLVED: That the Academic Senate receive the Program Review and Improvement Committee's "Report on programs reviewed during 1997/98"; and, be it further

RESOLVED: That the Program Review and Improvement Committee's "Report on programs reviewed during 1997/98" be submitted to the Provost and Vice President for Academic Affairs.

Proposed by: The Academic Senate Program
Review and Improvement Committee
Date: October 27, 1998

Cal Poly Memorandum

Date: September 18, 1998

Copies: W. Baker
P. Zingg
H. Greenwald
College Deans
Department chairs in
programs reviewed

To: Academic Senate Executive Committee

From: Program Review and Improvement Committee

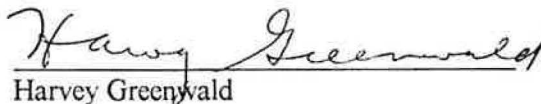
Subject: Report on programs reviewed during 1997-98

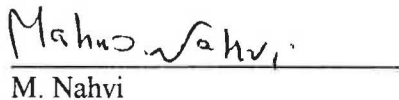
The Academic Senate Program Review and Improvement Committee reviewed 12 programs during the academic year 1997-98. Each program received a Request For Information, based upon the Academic Program Review and Improvement document adopted by the Senate in April 1992. Programs submitted their reports in winter quarter. Based on these, the committee formulated preliminary reports and forwarded them to the programs. We met individually with each program during spring quarter to allow them an opportunity to respond to the preliminary report and to clarify any misunderstandings or misinterpretations. Final reports were then prepared.

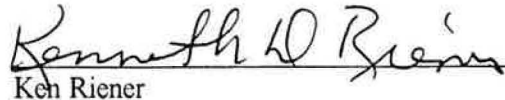
Attached is a report summarizing the committee's overall findings, as well as a summary report for each of the programs reviewed. We thank each program for the effort they have put into their reviews.

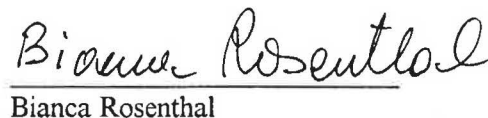
Copies of this report, and any responses from the programs reviewed, should be placed in the University Library for public access.

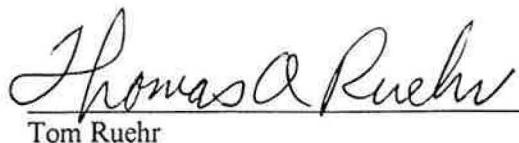

Paul Fratessa

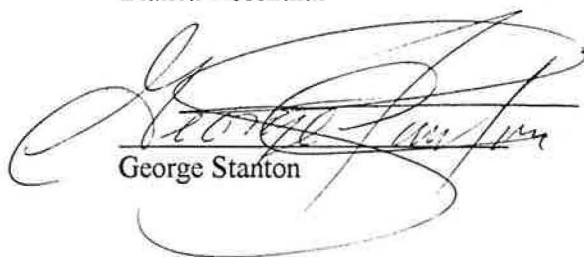

Harvey Greenwald

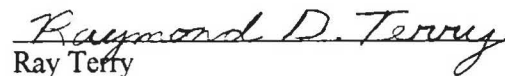

M. Nahvi


Ken Riener


Bianca Rosenthal


Tom Ruehr


George Stanton


Ray Terry

COMMENTS AND RECOMMENDATIONS
OF THE PROGRAM REVIEW AND IMPROVEMENT COMMITTEE
FOR ACADEMIC PROGRAMS REVIEWED IN THE
1997-98 ACADEMIC PROGRAM REVIEW CYCLE

The rationale and focus of the program review process is solidly integrated with fundamental University policy documents, and is congruent with a wide range of program planning, innovation, and development initiatives. Building on such a body of policy and activities provides a conceptual coherence and shared operational focus, which helps to facilitate and strengthen the overall University effort of continually improving the quality of its programs, especially in terms of the benefits experienced by students in those programs.

In the process of analyzing and evaluating the academic programs on the 1997-98 review cycle, the Program Review and Improvement Committee has identified some general issues common to many of the programs. These issues are noted below, and presented as an attempt to help guide future actions which those programs may wish to undertake.

1. Mission statements. Programs could benefit from constructing mission statements which specify their purpose, focus, and goals more clearly and completely. In particular, the mission statement should indicate how the program incorporates Cal Poly's polytechnic characteristics.
2. Significant observable intended learning outcomes. Many programs seem to need to spend more effort on this issue. For both improvement and accountability purposes, academic programs benefit by declaring clear specific high-priority learning outcomes that its students are intended to attain and be able to demonstrate as a result of participating in that program. Similarly, at the course level, syllabi containing clear descriptions of desired student outcomes benefit the instructional process.
3. Systematic academic program planning. Few programs appeared to approach program planning in a rigorous manner, logically linking the program mission statement and significant program goals to levels of outcome attainment, procedural considerations, and appropriate options for dealing with both short-range issues and long-range plans. Perhaps those programs that have effective planning approaches could provide resources to other programs.
4. Systematic professional consultation regarding instructional design, delivery, and improvement. Most programs lack systematic peer review on instructional issues, per se. Some form of serious professional interaction focusing on this topic would enhance curricular development and instructional effectiveness.
5. Assistance for at-risk students. The percentage of students on academic probation was disturbingly high in many programs. The Committee feels that students benefit greatly when a department has an effective system for early identification of those evidencing marginal academic performance and likely to be placed on academic

probation. Departmental assistance, services, and referrals to specialized resources are more effective when provided earlier than they currently are in most programs.

6. Student feedback for program/course improvement purposes. Programs could benefit from developing a practical and valid system for obtaining student feedback specifically for diagnostic purposes. This would be distinct from traditional summative course evaluations.
7. Obtaining program-relevant feedback from alumni. Most programs' recognized that their contact with alumni was limited and unsystematic. Alumni can be a unique and valuable source of useful feedback in the process of determining program goal attainment, and improving program design and processes.
8. Validity of the program's admission criteria. Most programs seemed to be passive recipients of externally determined admissions criteria. The programs may wish to consider how to become more active in this regard. In any event, programs would benefit from developing a clear definition of student "success," against which the admission criteria could be validated.

The Program Review and Improvement Committee stands ready to assist and collaborate with academic programs as they work towards implementing these general recommendations, as well as the specific recommendations contained in the Committee's response to their individual reports.

**Ethnic Studies Program
PROGRAM REVIEW REPORT
1997-1998**

ITEM	COMMENTS
I. MISSION	There is a good mission statement buried in this section.
A. Mission Statement	
B. Distinguishing features of mission	Interesting choice of language to describe the notable features of the mission.
II. INSTRUCTIONAL ISSUES	This section should be rewritten. The outcomes should be recast to indicate the connection with Ethnic Studies. For example, a knowledge and awareness of historical issues is extremely broad as a student outcome. Some of the items listed as skills are not skills. For example, appreciating diversity is not a skill. See Addendum.
A. Educational Goals	
1. Intended student outcomes	
2. Outline program content and skill coverage	Program content and skill coverage are covered in the previous section. See Addendum.
3. Co-curricular programs or activities	The Ethnic Studies program is actively involved with a number campus clubs and organizations.
4. Special educational services:	See Addendum.
a) entering students	
b) assistance for at-risk students	See Addendum.
c) Individualized opportunities:	This is not addressed in this section but in Section C.1.a, research projects and publications in the Ethnic Studies journal are listed.
d) General education courses.	See Addendum.
B. Instructional Design and Methods	The instructional design is not addressed in this section. It is addressed in the next section. Also see Addendum.
1. Innovations in traditional courses	
2. Other innovative inst. methods	A number of innovative methods are included in the descriptions of the courses.
C. Assessment methods and Data	There are a number of different assessments used. These have not been tied to specific outcomes.
1. Student Learning Outcomes	
a) Methods used at course level	
b) Student Outcome Information	Anecdotal. See Addendum.
c) Program outcome data	See Addendum.
2. Instructional methods	Peer review involves faculty from other departments in CLA. In general, the approach taken to peer review is standard.
a) Peer review of plans and activities	
b) Incorporating research into instruction	Several courses have been created as a result of scholarly endeavors. Certain courses have also resulted in work that led to publications.
c) General approach to instruction	Incomplete. The response is unclear and should be rewritten to more clearly address the question.

3. Instructors a) Colleague eval. procedures	An attempt has been made to use a variety of evaluative techniques including visiting each other's classes and serving as guest lecturers.
b) Student eval. of instructors	The evaluation instrument is modeled after the instrument used at UCLA. No data is provided.
4. Program a) Internal Review Process	The department conducts bi-monthly meetings and conducts a yearly retreat at which various issues are addressed. An Ethnic Studies Advisory Committee has been established.
b) Accreditation	There is no accreditation available but an external review would be appropriate.
c) Alumni evaluation	See Addendum.
d) Evaluation by professional advisory board	See Addendum.
e) Comparison with similar programs	The department has done an excellent job of describing the comparison with other programs.
f) Internal strategic planning	Strategic planning is integrated with CLA. See Addendum.
III. STUDENT CHARACTERISTICS A. Awards and Honors	Since the Ethnic Studies program has no majors, the data is not easily available. Some attempt to track the Ethnic Studies minors should be made.
B. Placement of graduates	The Ethnic Studies program has no majors.
C. Diversity	The Ethnic Studies program has no majors. Perhaps some data on the minors would be useful.
IV. PROGRAM ADMINISTRATION A. Faculty Scholarship	The faculty is active professionally.
B. Prof. Development Expectations	The criteria regarding faculty professional development is clear and well stated.
C. Non-faculty	
D. Resources 1. Personnel	The Ethnic Studies Department has five, full-time tenure track allocations. Currently there are only four tenure track faculty due to resignations in the department.
2. Fiscal Allocation	The fiscal allocations are presented.
3. Facilities	Adequate.
E. Admissions criteria 1. Admissions profile	Acceptance into the minor requires a 2.75 GPA.
2. Success of criteria	Incomplete. No data were presented.
F. Applicant pool 1. Recruitment	Ethnic Studies minors are recruited from students taking Ethnic Studies courses for GE and USCP requirements.
2. Program Capacity	There are currently 50 students enrolled in the Ethnic Studies minor. See Addendum.
G. Applicants/ accomm./ enrolled	The Ethnic Studies program has no majors.
V. INSTITUTIONAL STATISTICS A. Fall quarter Student load	The Ethnic Studies program has no majors.

B. SCU generated	
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C. Retention/graduation	The Ethnic Studies program has no majors.
D. FTEF used	
VI. FUTURE PLANS	The department has a number plans including the creation of an Ethnic Studies major sometime in the future.

**Department of Chemistry and Biochemistry
PROGRAM REVIEW REPORT
1997-1998**

ITEM	COMMENTS
I. MISSION	Emphasis on students is secondary.
A. Mission Statement	
B. Distinguishing features of mission	Polymers and coatings concentration responded to needs and promoted industrial connections. Hands-on instrumentation provides effective training for students.
II. INSTRUCTIONAL ISSUES	Not clear what you intend your students to achieve. what do you expect from small teams? Goals should be expressed in terms of desirable and observable outcomes.
A. Educational Goals	
1. Intended student outcomes	
2. Outline program content and skill coverage	
3. Co-curricular programs or activities	Campus student activities have been extended to community service organizations.
4. Special educational services:	
a) entering students	
b) assistance for at-risk students	Incomplete. How are they helped?
c) Individualized opportunities:	
d) General education courses.	
B. Instructional Design and Methods	Chemistry studio I innovative with classroom links to the Internet.
1. Innovations in traditional courses	
2. Other innovative inst. methods	Emphasis upon the emerging field of computational chemistry.
C. Assessment methods and Data	
1. Student Learning Outcomes	
a) Methods used at course level	
b) Student course outcome data	Incomplete.
c) Program outcome data	Incomplete. Addendum supplied information about numbers of graduates, but not whether graduates had achieved program goals.
2. Instructional methods	
a) Peer review of plans and activities	
b) Incorporating research into instruction	Strong integration of research with teaching and student poster presentations at meetings.
c) General approach to instruction	Strong faculty emphasis upon education.

3. Instructors a) Colleague eval. procedures	
b) Student eval. of instructors	Tracked as an overall department average.
4. Program a) Internal Review Process	
b) Accreditation	
c) Alumni evaluation	What plans to achieve goals? Good alumni contributions.
d) Evaluation by professional advisory board	What plans for industrial contacts?
e) Comparison with similar programs	Outstanding "sense of community" among faculty, staff, and students. Concern about need for additional professional development.
f) Internal strategic planning	What do you plan to do?
III. STUDENT CHARACTERISTICS A. Awards and Honors	
B. Placement of graduates	What about industry placements?
C. Diversity, dean's list, AP	
IV. PROGRAM ADMINISTRATION A. Faculty Scholarship	
B. Prof. Development Expectations	
C. Non-faculty staff involvement	Good to see active involvement of the technical staff.
D. Resources 1. Personnel	Some faculty have minimal professional development achievements.
2. Fiscal Allocation	
3. Facilities	Instrumentation facilities are excellent. Studio classroom is innovative.
E. Admissions criteria 1. Admissions profile	Uses College MCA scheme for freshman. Transfers not discussed.
2. Success of criteria	Exemplary model for assessing success of admissions criteria. Are you planning some follow through on this? What are the best predictor variables to use?
F. Applicant pool 1. Recruitment	
2. Program Capacity	
G. Applicants/ accomm./ enrolled	
V. INSTITUTIONAL STATISTICS A. Fall quarter Student load	
B. SCU generated	

C. Retention/graduation	
D. FTEF used	
VI. FUTURE PLANS	Plans for new building and additional instrumentation are noted. The external review recommended supporting faculty time on senior research. How successful has this been in the past? What plans do you have to implement this with enhanced research agendas by all faculty?

**Department of Physics
PROGRAM REVIEW REPORT, 1997-1998**

**Note: Evaluation was hampered by failure of Department
to follow outline of Request for Information.**

ITEM	COMMENTS
I. MISSION	Mission is stated clearly. It serves three distinct audiences.
A. Mission Statement	
B. Distinguishing features of mission	Objectives are similar to those of other leading physics departments across the nation, with more emphasis on serving three distinct group of students (physics majors, service courses, GE courses).
II. INSTRUCTIONAL ISSUES	Desired outcome varies with the audience. The desired outcomes would be more clearly and usefully explained by reference to observables and behaviors.
A. Educational Goals	
1. Intended student outcomes	
2. Outline program content and skill coverage	It outlines program contents and skill coverage for B.S. in physics and B.S. in physical sciences. No minor in physics is available. A proposal expected by the end of the academic year. Two concentrations are available to physics students. The report needs to incorporate information on how the courses are suited to the needs of non-physics majors
3. Co-curricular programs or activities	No co-curricular program is described. Extracurricular opportunities for students are listed, e.g., students research.
4. Special educational services:	Physics majors are assigned a physics faculty advisor.
a) entering students	
b) assistance for at-risk students	See addendum.
c) Individualized opportunities:	Excellent individualized opportunities are described through out the report.
d) General education courses.	GE courses are offered
B. Instructional Design and Methods	Hands-on science course and studio physics are described. What is being done to address the concerns of the Visiting Committee (report of March 17, 1997) on lack of innovative pedagogy in some courses.
1. Innovations in traditional courses	
2. Other innovative inst. methods	
C. Assessment methods and Data	Homework, exams, and lab reports are primary methods used at course level.
1. Student Learning Outcomes	
a) Methods used at course level	
b) Student course outcome data	Incomplete. Information about the degree to which particular significant outcomes are attained is lacking, However, in Fall 1997 percentage of students on Dean's list decreased and academic probation increased. What happened?
c) Program outcome data	

2. Instructional methods a) Peer review of plans and activities	See addendum.
c) General approach to instruction	
b) Incorporating research into instruction	
c) General approach to instruction	
3. Instructors a) Colleague eval. procedures	No formal colleague evaluation system.
b) Student eval. of instructors	Graph of overall instructor rating is given for all physics department courses in Fall 97 is given.
4. Program a) Internal Review Process	Not clear
b) Accreditation	No accrediting body.
c) Alumni evaluation	See addendum.
d) Evaluation by professional advisory board	Report of Visiting Committee had good suggestions on curriculum.
e) Comparison with similar programs	On par with similar programs, but no specific data included.
f) Internal strategic planning	Plan of 1997.
III. STUDENT CHARACTERISTICS A. Awards and Honors	For a small-size department the list is impressive.
B. Placement of graduates	Graduates are placed in industry and in graduate schools.
C. Diversity	It has expanded to considerable level during the last five years
IV. PROGRAM ADMINISTRATION A. Faculty Scholarship	Impressive.
B. Prof. Development Expectations	Space limitation in Building 52. Zero travel budget for faculty. What is being done?
C. Non-faculty staff involvement	
D. Resources 1. Personnel	
2. Fiscal Allocation	Resources are needed. Are there any efforts made to acquire new lab equipment and computers?
3. Facilities	Lab equipment is needed. What is being done?
E. Admissions criteria 1. Admissions profile	

2. Success of criteria	Transfer students do not fare well. See addendum.
F. Applicant pool	No active effort by department. See addendum.
1. Recruitment	
2. Program Capacity	Enrollment has increased from 70 in 93-96 to 80 in 1997.
G. Applicants/ accomm./ enrolled	In 1997 the ratio of applicants/ accommodated/ enrolled was 88/61/17. Active recruiting is needed to increase the show rate.
V. INSTITUTIONAL STATISTICS	12.38 to 15.25 units in Fall 1997,
A. Fall quarter Student load	
B. SCU generated	
C. Retention/graduation	See addendum.
D. FTEF used	
VI. FUTURE PLANS	New strategic plan is developed. Tactics for achieving the goals are not described.

____ Psychology and Human Development ____ Program
PROGRAM REVIEW REPORT
1997-1998

ITEM	COMMENTS
I. MISSION	
A. Mission Statement	
B. Distinguishing features of mission	Good, clear description.
II. INSTRUCTIONAL ISSUES	
A. Educational Goals	
1. Intended student outcomes	The first four cognitive outcomes, as described, indicate knowledge domains, and are too vague/general to clearly specify just what is desired to be demonstrated by students. ("Independence..." may be more accurately classified as a behavioral, or even attitudinal, outcome.) Please provide important examples of observable/measurable ways in which students are expected to demonstrate competence in these domains.
2. Outline program content and skill coverage	Good overall description.
3. Co-curricular programs or activities	
4. Special educational services:	
a) entering students	
b) assistance for at-risk students	How much tutoring actually occurs?
c) Individualized opportunities:	Given the program's research emphasis, more activity in this area seems appropriate.
d) General education courses.	
B. Instructional Design and Methods	
1. Innovations in traditional courses	
2. Other innovative inst. methods	
C. Assessment methods and Data	
1. Student Learning Outcomes	
a) Methods used at course level	Videotaped counseling sessions are a good evaluation technique. A wide variety of methods are used. The matrix presentation is exemplary (p. 21-23).
b) Student course outcome data	Self-perceptions. No objective data for important outcome attainment.
c) Program outcome data	Good alumni feedback.
2. Instructional methods	
a) Peer review of plans and activities	No data summary. Is a teaching philosophy statement <u>required</u> ?
b) Incorporating research into instruction	
c) General approach to instruction	Good general description.

3. Instructors a) Colleague eval. procedures	Incomplete. Procedures are clear, but summary is not provided.
b) Student eval. of instructors	Information from only two courses per year does not seem frequent enough to assess teaching performance.
4. Program a) Internal Review Process	The Area Representatives' Council is a good idea. However, it appears to be reactive, and without a systematic review agenda.
b) Accreditation	MS Psych pre-accreditation site visitor seemed concerned with gaps in content. Regarding evaluation of new undergraduate programs, why wait several years to get feedback? It seems that early intensive outcomes measurement would be especially valuable in a new program.
c) Alumni evaluation	
d) Evaluation by professional advisory board	
e) Comparison with similar programs	
f) Internal strategic planning	Informal, reactive process, but the program seems to be able to react quickly to the feedback received.
III. STUDENT CHARACTERISTICS A. Awards and Honors	Student co-authorships impressive, but few other awards cited.
B. Placement of graduates	
C. Diversity, dean's list, AP	
IV. PROGRAM ADMINISTRATION A. Faculty Scholarship	Professionally active faculty.
B. Prof. Development Expectations	Well-written document of professional development expectations.
C. Non-faculty staff involvement	Minimal--student assistants only.
D. Resources 1. Personnel	
2. Fiscal Allocation	Small travel budget for the number of tenure-track faculty.
3. Facilities	Generally good facilities, but the loss of Child Development lab sounds like a serious loss.
E. Admissions criteria 1. Admissions profile	
2. Success of criteria	
F. Applicant pool 1. Recruitment	
2. Program Capacity	
G. Applicants/ accomm./ enrolled	Highly competitive.

V. INSTITUTIONAL STATISTICS	
A. Fall quarter Student load	
B. SCU generated	
C. Retention/graduation	Retention/Graduation appears to be good.
D. FTEF used	
VI. FUTURE PLANS	Greater alumni contact is a good idea.

**Philosophy_Program
PROGRAM REVIEW REPORT
1997-1998**

ITEM	COMMENTS
I. MISSION A. Mission Statement	The mission statement is a general statement that does not address the specific mission of the program at Cal Poly. The mission statement would be appropriate for any philosophy program at almost any university. The Philosophy Department has included background material in this section. There is a reference to Western culture but no reference to other cultures.
B. Distinguishing features of mission	Interestingly written.
II. INSTRUCTIONAL ISSUES A. Educational Goals 1. Intended student outcomes	They have started with the learning outcome categories from Visionary Pragmatism.
2. Outline program content and skill coverage	They have described the program coverage but not the skill coverage. How modern is the program? See addendum.
3. Co-curricular programs or activities	They state that there are no co-curricular programs as such for students in the philosophy major but they do describe the Cal Poly Philosophy Club in Section 4.a.
4. Special educational services: a) entering students	Two faculty advisors provide advising for all philosophy majors. The role of other faculty members as well as peer advising by students could be expanded.
b) assistance for at-risk students	The assistance to academically at-risk students seems minimal. In view of the percentage of students on probation (See Page 18.), perhaps some proactive methods could be implemented.
c) Individualized opportunities:	They have listed only senior project and The Cal Poly Philosophy Club.
d) General education courses.	They have an extensive list of general education courses.
B. Instructional Design and Methods 1. Innovations in traditional courses	Pedagogy is highly traditional. There appears to be a limited effort by some to use different pedagogical techniques and formats.
2. Other innovative inst. methods	See comments above.
C. Assessment methods and Data 1. Student Learning Outcomes a) Methods used at course level	Student learning outcomes are measured in traditional ways including oral and written evidence, and in examinations. The section involved a general discussion of assessment as opposed to a discussion of course-specific outcomes.
b) Student course outcome data	There is no student course outcome data presented.
c) Program outcome data	There is no program outcome data presented. The future plans of the department may address this issue.

2. Instructional methods a) Peer review of plans and activities	There appears to be little formal peer review of instructional activities.
b) Incorporating research into instruction	A number of faculty members have introduced research activities into courses.
c) General approach to instruction	There is no common approach to instruction in the department. How modern are the approaches?
3. Instructors a) Colleague eval. procedures	The peer review policies and procedures appear to be standard.
b) Student eval. of instructors	The average student evaluations of instructors are nearly a point higher than the average evaluations of the courses. The evaluation instrument is limited to two questions. Perhaps a more comprehensive instrument could be considered.
4. Program a) Internal Review Process	The department chair could have benefited from a committee which would have had responsibility for the internal review.
b) Accreditation	An external review has been conducted and the report was attached. There were a number of very good suggestions in the report.
c) Alumni evaluation	The major program is still new and as a result there has been no alumni evaluation. The future plans of the department may address this issue.
d) Evaluation by professional advisory board	There are no formal procedures for obtaining evaluations from the American Philosophical Association nor from any departmental advisory board.
e) Comparison with similar programs	The concentration in Ethics and Society is unique within the CSU..
f) Internal strategic planning	There are no internal departmental strategic planning procedures. There is a need for a more formal and systematic process.
III. STUDENT CHARACTERISTICS A. Awards and Honors	The department has no formal procedures for acquiring or keeping records of externally awarded competitive honors. One student has been honored by the college and another has been President of Mortar Board.
B. Placement of graduates	A number of graduates have done extremely well. Several have received graduate fellowships while others have done well in law school. However, there is no formal tracking of majors.
C. Diversity	Gender and diversity among the students is excellent.
IV. PROGRAM ADMINISTRATION A. Faculty Scholarship	The quality of the faculty is high, although some faculty are more active than others.
B. Prof. Development Expectations	The criteria and standards for faculty professional development are clearly stated and generally very good.
C. Non-faculty staff involvement	There are no non-faculty staff integrated into the instructional activities of the department.
D. Resources 1. Personnel	A list of faculty is provided. The faculty appears adequate to meet its needs.
2. Fiscal Allocation	See addendum.
3. Facilities	There are no special facilities under the control of the department.
E. Admissions criteria 1. Admissions profile	Standard admissions criteria.

2. Success of criteria	The percentage of students on AP is much higher than the percentage on the Dean's List. In 1996 36.7% were on AP, while only 5% were on the Dean's List.
F. Applicant pool	The department could do more to improve the quality and the quantity of the students who enroll in the program.
1. Recruitment	
2. Program Capacity	There are approximately 70 majors.
G. Applicants/ accomm./ enrolled	In 1997, 55 students applied, 27 were accommodated, and only 8 enrolled. See the comments under IV.F.1 above.
V. INSTITUTIONAL STATISTICS	The numbers appear to be highly variable. This might due to the small number of majors in the program.
A. Fall quarter Student load	
B. SCU generated	
C. Retention/graduation	Not yet available.
D. FTEF used	
VI. FUTURE PLANS	The department has a number of issues that it expects to address including faculty recruiting and assessment.

**Graphic Communication Department
PROGRAM REVIEW REPORT
1997-1998**

ITEM	COMMENTS
I. MISSION	Mission statement is a bit vague and cautious.
A. Mission Statement	
B. Distinguishing features of mission	These are notable features of the department and its performance. Notable features of the mission may be inferred from statements made in this section.
II. INSTRUCTIONAL ISSUES	The academic program, its goals and achievements, and intended student outcomes are described in general terms. Grounding the outcomes in behavioral terms is needed to clarify them.
A. Educational Goals	
1. Intended student outcomes	
2. Outline program content and skill coverage	
3. Co-curricular programs or activities	Strong interaction with other programs(5 units from Art and Design department, 11 units from computer science).
4. Special educational services:	
a) entering students	
b) assistance for at-risk students	Service is minimal.
c) Individualized opportunities:	Impressive array.
d) General education courses.	
B. Instructional Design and Methods	These are impressive methods and activities which can transform traditional courses. Some belong to B2.
1. Innovations in traditional courses	
2. Other innovative inst. methods	See comments above.
C. Assessment methods and Data	
1. Student Learning Outcomes	
a) Methods used at course level	
b) Student course outcome data	Incomplete.
c) Program outcome data	Incomplete. Information and comments obtained from sources listed in C.1.c are very important in assessing program outcome. Neither examples of surveys nor data are given.
2. Instructional methods	No information is given on what is done with the results of peer review. It appears to be the minimum.
a) Peer review of plans and activities	
b) Incorporating research into instruction	Applied research finds its way into instruction.
c) General approach to instruction	It appears that this question is misunderstood. The description given enumerates supplementary approaches to instruction.

3. Instructors a) Colleague eval. procedures	Standard method.
b) Student eval. of instructors	No information is given on the extent of evaluation. Who gets evaluated and how often? How are results presented or used?
4. Program a) Internal Review Process	Weekly meetings of the faculty appears to be the main vehicle for review (internal or external)
b) Accreditation	There is no accrediting body in the field.
c) Alumni evaluation	No formal procedure.
d) Evaluation by professional advisory board	No formal evaluation by a professional society or departments advisory board. The advisory board seems to input their views to the faculty directly.
e) Comparison with similar programs	No other BS program in graphic communication in western US. Cal Poly program excels in integrating theory and practice (more interdisciplinary). No comparison is made with the 70 programs across the nation.
f) Internal strategic planning	Incomplete.
III. STUDENT CHARACTERISTICS A. Awards and Honors	Awards and honors are significant. Clear and detailed information is given
B. Placement of graduates	Data is concise and includes stratification by gender. It doesn't indicate an alumni tracking.
C. Diversity	Reference is made to APR report. (More females than males)
IV. PROGRAM ADMINISTRATION A. Faculty Scholarship	This is section is well done. It follows Cal Poly strategic plan. Some of the material in this section is professional development.
B. Prof. Development Expectations	Some of the material in this section is faculty scholarship. This section and the previous section put together give the overall picture.
C. Non-faculty staff involvement	Incomplete. This question is apparently interpreted in relation to visiting instructors only. The Professor-From-Industry-Program is described but no data is given on the extent of its effect on courses, units, hours of instruction, and the overall quality of the program. No information is provided on the staff and how they may be contributing to the program.
D. Resources 1. Personnel	Eight full professors (joined 1966-87). One probationary Assistant professor (joined in 1998). Brief cv's are given. Strong Cal Poly influence. What are the long-term plans for recruiting new faculty?
2. Fiscal Allocation	Actual dollars spent in areas such as professional development, some equipment, and promoting program's goals. No data is given on funds made available to the department by the College of Liberal Arts or the university.
3. Facilities	Laboratory facilities are described. They appear to be excellent.
E. Admissions criteria 1. Admissions profile	Incomplete. The response does not describe criteria for admission to the program. Is College of Liberal Arts' MCA model used? Does the program have its own criteria?
2. Success of criteria	Validity would be determined in reference to intended outcomes.
F. Applicant pool 1. Recruitment	The department has active recruiting.

2. Program Capacity	Enrollment has been around 280 since 1993. What is the optimum size under present constraints. What are the caps based on i) labs, ii) faculty?
G. Applicants/ accomm./ enrolled	
V. INSTITUTIONAL STATISTICS	
A. Fall quarter Student load	
B. SCU generated	
C. Retention/graduation	Mostly graduate in 5 or 6 years.
D. FTEF used	
VI. FUTURE PLANS	Strategic planning is under way.

____ General Engineering ____ Program
PROGRAM REVIEW REPORT
1997-1998

ITEM	COMMENTS
I. MISSION	
A. Mission Statement	Statement too vague, not focused. A clear focus would let incoming students know what to expect from the program.
B. Distinguishing features of mission	What specific features are notable from other schools? some of the features listed belong in different categories
II. INSTRUCTIONAL ISSUES	
A. Educational Goals	Objective measurable outcomes are limited. "Engineering judgment" on page 4 is not an accepted synonym for attitudes. These goals should be expressed in terms of desirable and observable outcomes.
1. Intended student outcomes	
2. Outline program content and skill coverage	A sampling of the courses that a GE student takes should be provided
3. Co-curricular programs or activities	
4. Special educational services:	There seems to be a wide variety of services available.
a) entering students	
b) assistance for at-risk students	At-risk students are advised pro-actively.
c) Individualized opportunities:	Provide some examples.
d) General education courses.	None offered.
B. Instructional Design and Methods	A wide array is provided.
1. Innovations in traditional courses	
2. Other innovative inst. methods	
C. Assessment methods and Data	Striving to link with the ABET Criteria 2000 is good. Instrument is described (pp. 7-8). You have an impressive instrumentation array.
1. Student Learning Outcomes	
a) Methods used at course level	
b) Student course outcome data	Incomplete. Please provide data.
c) Program outcome data	Incomplete. Can you provide data from the surveys?
2. Instructional methods	
a) Peer review of plans and activities	
b) Incorporating research into instruction	
c) General approach to instruction	Incomplete. Where are the electives coming from? How do they fit into the GE curriculum?

3. Instructors a) Colleague eval. procedures	Standard RPT process.
b) Student eval. of instructors	GE Program has no faculty of its own. Standard student survey from is used. Please provide example.
4. Program a) Internal Review Process	The program is reviewed by the College Curriculum Committee and the College Council.
b) Accreditation	Curricula in the program are delivered by programs that are accredited. GE is not.
c) Alumni evaluation	
d) Evaluation by professional advisory board	No report is provided.
e) Comparison with similar programs	
f) Internal strategic planning	Is there a formal plan and procedure?
III. STUDENT CHARACTERISTICS A. Awards and Honors	Specifics on awards (years awarded) would be helpful.
B. Placement of graduates	Can you tabulate this information?
C. Diversity, dean's list, AP	
IV. PROGRAM ADMINISTRATION A. Faculty Scholarship	Not applicable.
B. Prof. Development Expectations	Not applicable.
C. Non-faculty staff involvement	Not applicable.
D. Resources 1. Personnel	Not applicable.
2. Fiscal Allocation	Incomplete.
3. Facilities	Incomplete. Please provide information about these issues.
E. Admissions criteria 1. Admissions profile	MCA model.
2. Success of criteria	Incomplete.
F. Applicant pool 1. Recruitment	Highly competitive program.
2. Program Capacity	Incomplete.
G. Applicants/ accomm./ enrolled	See table IV and V.
V. INSTITUTIONAL STATISTICS A. Fall quarter Student load	
B. SCU generated	
C. Retention/graduation	
D. FTEF used	
VI. FUTURE PLANS	These are exciting prospects. Have plans, procedures, and implementation dates been formulated?

**Computer Engineering Program
PROGRAM REVIEW REPORT
1997-1998**

ITEM	COMMENTS
I. MISSION	
A. Mission Statement	The statement is a little vague.
B. Distinguishing features of mission	This helps to clarify I. A.
II. INSTRUCTIONAL ISSUES	
A. Educational Goals	
1. Intended student outcomes	The listing of outcome areas is somewhat vague. Please list clearly what you consider to be the most significant desired student outcomes. These should be objectively observable; i.e., be prepared to show that your students actually attain the outcomes you seek to produce. Completion of course sequences with a passing grade does not constitute evidence of clearly defined student outcomes, nor does a description of the program as a center influenced by intellectual, physical and social factors. The Addendum provides some outcome specification drawn from the Co-op survey. The department needs to do this for itself.
2. Outline program content and skill coverage	See Addendum.
3. Co-curricular programs or activities	There is a wide array of co-curricular activities.
4. Special educational services:	The items listed are standard.
a) entering students	
b) assistance for at-risk students	A pro-active role is taken to assist at-risk students.
c) Individualized opportunities:	Co-ops and summer internships are adequate to fulfill this requirement.
d) General education courses.	The GEB requirements for CPE students are noteworthy. CPE evidently does not provide GEB at this time. See Addendum.
B. Instructional Design and Methods	CPE seeks to incorporate the latest technology in CPE courses and to provide increased access to computer workstations.
1. Innovations in traditional courses	
2. Other innovative inst. methods	The EMSE program involved integration of diverse course material, team teaching and cooperative learning techniques. Is the program ongoing or defunct?
C. Assessment methods and Data	CPE seeks feedback on courses involving heavy use of labs and design projects.
1. Student Learning Outcomes	
a) Methods used at course level	
b) Student course outcome data	CPE measures the progress of its students through the results of three capstone courses: CPE 219/259; CPE 315; and CPE 461/462/463. See Addendum. However, what evidence do you have that these courses fulfill their intended function?
c) Program outcome data	CPE conducts an alumni survey, an industry survey, and a report from students returning from a co-op experience. See Addendum.
2. Instructional methods	The report cites classroom visitations, student evaluations and consideration of tests and materials distributed to students.
a) Peer review of plans and activities	No mention is made of a formal plan required of faculty.

b) Incorporating research into instruction	CPE faculty conduct in-house research projects. There are also projects supported by 3Com, NSF and HP. Labs use state-of-the-art technology. See Addendum.
c) General approach to instruction	CPE is an interdisciplinary program stressing hands-on learning, team teaching, oral presentations, studio classrooms, applied research projects, etc. Is there any overall pedagogical philosophy of which these methods are a part?
3. Instructors a) Colleague eval. procedures	Faculty are evaluated for research, publications and generated external funding.
b) Student eval. of instructors	Student evaluations are conducted in more than the minimum required number of courses. The report asserts that a copy of the Student Evaluation Questionnaire is attached. It was included in a separate binder not available to the PRAIC as a whole. We noted a great variation in the student evaluation averages over the five-year period. How has CPE reacted to this variation? Do you know what caused it?
4. Program a) Internal Review Process	Curriculum matters involve many advisory groups. A copy of the Program Governance Document was included in a separate binder not available to the committee as a whole.
b) Accreditation	A copy of ABET's 1996-1997 Final Report was provided in a separate binder not available to the committee as a whole. While the report had some suggestions for improvement for the School of Engineering, it was entirely positive with regard to CPE.
c) Alumni evaluation	An alumni survey form is on CPE's website.
d) Evaluation by professional advisory board	The CSC and EE Industrial Advisory Board evaluates the CPE program at semi-annual meetings. No written report is provided.
e) Comparison with similar programs	Incomplete. The report claims that Cal Poly's CPE is more interdisciplinary than other CPE programs. The report also claims that Cal Poly's CPE program is a jointly sponsored program by two separate departments is a distinguishing feature. How about a comparison of required courses, of innovative teaching techniques, etc.? A clearer definition of what interdisciplinary means needs to be given. In what ways is the CPE student's course experience interdisciplinary?
f) Internal strategic planning	A copy the the CSC and EE Strategic Program Documents should be provided.
III. STUDENT CHARACTERISTICS A. Awards and Honors	The information is provided in a grouped data format. Can you cite students by name, year, scholarship and amount?
B. Placement of graduates	The report claims that 25% of CPE graduates go to graduate school after finding employment. See Addendum.
C. Diversity	
IV. PROGRAM ADMINISTRATION A. Faculty Scholarship	A broad definition of scholarship includes refereed research, contract research, private consulting, textbook writing, innovative applications of educational technology. The statement made about "appropriate professional activity" seems to undercut the criteria stated in the same sentence? Are there any criteria other than the ones listed on p. 10 (Item IV.A)? See Addendum.

B. Prof. Development Expectations	A broad definition of professional development includes mentoring at the student /junior faculty level, academic committee work, student organization participation, conference participation, grant writing and publication.
C. Non-faculty staff involvement	The clerical and technical staff of CSC and EE can meet the needs of the CPE program.
D. Resources	The partial resumes included provide an excellent description of the faculty (12 pages of the 25 page report).
1. Personnel	Some discussion of the amounts indicated would be helpful in assessing whether funding is a problem. Cash donations to the CPE discretionary fund appear to be increasing, but equipment donations are erratic.
2. Fiscal Allocation	
3. Facilities	
E. Admissions criteria	CPE students require a higher MCA score to be admitted than EE or CSC only.
1. Admissions profile	CPE students receive higher grades in courses they take with CSC and EE majors.
2. Success of criteria	
F. Applicant pool	Every effort is made to attract and retain highly qualified diverse students.
1. Recruitment	CPE, CSC and EE have a combined capacity of 1600 students.
2. Program Capacity	
G. Applicants/ accomm./ enrolled	
V. INSTITUTIONAL STATISTICS	
A. Fall quarter Student load	
B. SCU generated	
C. Retention/graduation	
D. FTEF used	
VI. FUTURE PLANS	The problem of changing the curriculum to meet rapid changes in the discipline itself is something which most subject areas do not have to deal with.

PROGRAM REVIEW REPORT
Business Administration Program (BSBA)
1997-1998

ITEM	COMMENTS
I. MISSION	
A. Mission Statement	
B. Distinguishing features of mission	Five clear facets: (1) emphasis on practical application; (2) use of small groups/team projects; (3) computer applications; (4) case studies; (5) interdisciplinary analysis.
II. INSTRUCTIONAL ISSUES	
A. Educational Goals	
1. Intended student outcomes	Scope of content coverage in the cognitive domain seems credible. However, it would be helpful to be more specific about important ways in which students are expected to demonstrate their understanding/knowledge in the content domains listed, since there is no common consensus regarding the definitions of such terms as "to understand," and "knowledge of." Those terms themselves are not specific enough to denote what would constitute objective evidence of understanding or knowledge. Desired outcomes in the social domain are relatively clear. In the attitude/value outcome domain, "appreciation of" is too ambiguous to focus outcome assessment. More specific descriptions would be helpful, such as "hold in high esteem," "respect," "tolerate," etc
2. Outline program content and skill coverage	The integrated core is an impressive innovation. Beyond issues of program administration, instructional design, and implementation, insofar as the program's validation and justification rest on evidence for its impact on student learning, it would be helpful to provide fuller descriptions of those intended outcomes than to "foster an interdisciplinary outlook...solve problems from a generalist approach...promote integrated systems and thinking," or to attain "increased learning."
3. Co-curricular programs or activities	With such a large number of clubs (25), program outcomes might be facilitated if at least some of the clubs focused on them.
4. Special educational services:	Advising Center seems exemplary, as does the Student Services Office.
a) entering students	
b) assistance for at-risk students	
c) Individualized opportunities:	
d) General education courses.	
B. Instructional Design and Methods	
1. Innovations in traditional courses	The examples provided are substantial in terms of focus and potential potency for enhancing desired program outcomes. Their effects should be carefully assessed.
2. Other innovative inst. methods	
C. Assessment methods and Data	
1. Student Learning Outcomes	
a) Methods used at course level	
b) Student course outcome data	Data is not provided from Mgt. 414, or any other courses.

c) Program outcome data	Note that a matrix of content-coverage by course does not constitute a method of program outcome assessment. Rather, it relates to category II.A.2., above.
2. Instructional methods	
a) Peer review of plans and activities	
b) Incorporating research into instruction	Information on page 31 describes research areas, not how such research is incorporated into instructional activities.
c) General approach to instruction	

3. Instructors	As described on page 16, and in the addendum, the criteria seem exemplary, if conscientiously applied.
a) Colleague eval. procedures	
b) Student eval. of instructors	Procedure seems exemplary.
4. Program	
a) Internal Review Process	
b) Accreditation	
c) Alumni evaluation	
d) Evaluation by professional advisory board	
e) Comparison with similar programs	Survey provided in addendum is exemplary. Extraordinary detail!
f) Internal strategic planning	Seems exemplary. More detail might be helpful in guiding other programs in this activity.
III. STUDENT CHARACTERISTICS	
A. Awards and Honors	
B. Placement of graduates	
C. Diversity	
IV. PROGRAM ADMINISTRATION	Definition of "scholarship" can be inferred from the COB Evaluation & Reward Guidelines provided as an addendum.
A. Faculty Scholarship	
B. Prof. Development Expectations	Individually determined.
C. Non-faculty staff involvement	
D. Resources	However, time base, service activities, and consultation activities are not described
1. Personnel	
2. Fiscal Allocation	
3. Facilities	
E. Admissions criteria	
1. Admissions profile	
2. Success of criteria	
F. Applicant pool	
1. Recruitment	
2. Program Capacity	

G. Applicants/ accomm./ enrolled	Significant drop in percentage of applicants accommodated noted in 1997.
V. INSTITUTIONAL STATISTICS	
A. Fall quarter Student load	
B. SCU generated	
C. Retention/graduation	
D. FTEF used	
VI. FUTURE PLANS	

**PROGRAM REVIEW REPORT
COLLEGE OF BUSINESS (MBA)
1997-1998**

ITEM	COMMENTS
I. MISSION	
A. Mission Statement	
B. Distinguishing features of mission	
II. INSTRUCTIONAL ISSUES	Although the desired "intellectual" outcomes need to be more clearly specified (see the comments for this topic in the COB BS review), the other types of outcomes seem clear enough to convey a useful enough description to indicate, if still generally, where to look for demonstrations of competent outcome achievement. Nevertheless, greater specificity in terms of behavioral indicators would still be helpful and useful.
A. Educational Goals	
1. Intended student outcomes	
2. Outline program content and skill coverage	
3. Co-curricular programs or activities	
4. Special educational services:	
a) entering students	
b) assistance for at-risk students	
c) Individualized opportunities:	
d) General education courses.	
B. Instructional Design and Methods	Page 37
1. Innovations in traditional courses	
2. Other innovative inst. methods	
C. Assessment methods and Data	
1. Student Learning Outcomes	
a) Methods used at course level	
b) Student course outcome data	Although summary program evaluation may need to wait until program completion (see page 36), it is still advisable and appropriate to engage in diagnostic and formative evaluation via assessment of program sub-objectives and other "en route" indications that student competencies (and "sub-competencies") are developing as intended.
c) Program outcome data	Year-end computer-based simulation seems exemplary, as does the "informal transcript". (p.38) Although the instruments presented in Exhibits II & III provide a credible range of fairly clearly specified topics, student self-perceptions of learning are not equivalent to objective assessment of performance in those areas.
2. Instructional methods	
a) Peer review of plans and activities	

b) Incorporating research into instruction	
c) General approach to instruction	
3. Instructors	
a) Colleague eval. procedures	
b) Student eval. of instructors	
4. Program	
a) Internal Review Process	
b) Accreditation	
c) Alumni evaluation	
d) Evaluation by professional advisory board	
e) Comparison with similar programs	Exhibit IV
f) Internal strategic planning	
III. STUDENT CHARACTERISTICS	
A. Awards and Honors	
B. Placement of graduates	
C. Diversity	
IV. PROGRAM ADMINISTRATION	
A. Faculty Scholarship	
B. Prof. Development Expectations	
C. Non-faculty staff involvement	
D. Resources	
1. Personnel	
2. Fiscal Allocation	
3. Facilities	
E. Admissions criteria	
1. Admissions profile	
2. Success of criteria	
F. Applicant pool	
1. Recruitment	
2. Program Capacity	

G. Applicants/ accomm./ enrolled	
V. INSTITUTIONAL STATISTICS	
A. Fall quarter Student load	
B. SCU generated	
C. Retention/graduation	
D. FTEF used	
VI. FUTURE PLANS	

Construction Management Department
PROGRAM REVIEW REPORT
1997-1998

ITEM	COMMENTS
I. MISSION	
A. Mission Statement	The second paragraph does not belong to the mission.
B. Distinguishing features of mission	See addendum.
II. INSTRUCTIONAL ISSUES	
A. Educational Goals	
1. Intended student outcomes	Incomplete. The intended learning outcomes were not addressed (Visionary Pragmatism report); should state for <u>Cognitive:</u> a. Competence in basic fields, such as . . . b. Ability to solve, analyze, or synthesize problems. <u>Behavioral and Attitudinal:</u> a. Professionalism b. Teamwork <u>Performance, Procedural and Physical Skills:</u> a. Oral, written, and visual communications. <u>Social Outcomes not emphasized:</u> Team approach contradicts your statement social outcomes not emphasized.
2. Outline program content and skill coverage	Explain interdisciplinary components with Architectural Engineering Department. Capstone course seems good. Is individual senior project required?
3. Co-curricular programs or activities.	None offered; why? Design projects?
4. Special educational services:	
a) entering students	Summer advising, WOW Week. Academic progress is monitored thru database.
b) assistance for at-risk students	Advising, counseling.
c) Individualized opportunities:	1. Cooperative education program 2. Student exchange programs—international. Suggested: Senior Project? Involvement with faculty's research projects.
d) General education courses.	General education courses? None listed.
B. Instructional Design and Methods	
1. Innovations in traditional courses	Innovations noted: •Group Projects in the fourth-year labs •Distance Learning techniques to students on Co-Op Team-teaching for multi-disciplinary subjects? Technology in instruction? Use construction related software (See Accred. Report p. 15).
2. Other innovative inst. methods	

C. Assessment methods and Data	See Accred. Report p. 15
1. Student Learning Outcomes	See 4.f.—Strategic Planning; short “shelf life”
a) Methods used at course level	Project evaluation and oral presentations. Students in Co-Op keep a journal.
b) Student course outcome data	Incomplete. Response referred to course evaluation, not outcomes assessment.
c) Program outcome data	Surveys of graduating seniors, alumni and employers. Certified Professional Constructor I exam—only one student has taken it so far. See addendum.
2. Instructional methods	Review occurs in an informal manner during periodic review of course work at faculty meetings. What are some significant outcomes produced by this procedure? (Redesign . . . implementation . . .) See addendum.
a) Peer review of plans and activities	
b) Incorporating research into instruction	No faculty research (See Accred. Report p. 15)
c) General approach to instruction	Incomplete. What they have should go to C.1.a.
3. Instructors	RPT only; no quantitative data. See addendum.
a) Colleague eval. procedures	
b) Student eval. of instructors	See addendum.
4. Program	Does catalog revision cycle equal internal review process? Is Review Committee made up of all faculty?
a) Internal Review Process	
b) Accreditation	Accredited by the American Council for construction Education. ABET?
c) Alumni evaluation	Provide sample results of responses.
d) Evaluation by professional advisory board	You are to be congratulated on your panel.
e) Comparison with similar programs	See addendum.
f) Internal strategic planning	Short “shelf life” assumption could be reconsidered.
III. STUDENT CHARACTERISTICS	See addendum.
A. Awards and Honors	
B. Placement of graduates	Placement of graduates near 100%.
C. Diversity	
IV. PROGRAM ADMINISTRATION	Credible criteria.
A. Faculty Scholarship	
B. Prof. Development Expectations	Expectations are vague. Individual professional development plan is not required.

C. Non-faculty staff involvement	
D. Resources	
1. Personnel	
2. Fiscal Allocation	See addendum.
3. Facilities	
E. Admissions criteria	MCA points system (calculus, physics, GE and business classes).
1. Admissions profile	
2. Success of criteria	Incomplete. No empirical data--how is performance measured?
F. Applicant pool	No special efforts. What were the previous efforts that produced no discernible results (i. e., diversity)?
1. Recruitment	
2. Program Capacity	
G. Applicants/ accomm./enrolled	
V. INSTITUTIONAL STATISTICS	
A. Fall quarter Student load	
B. SCU generated	
C. Retention/ graduation	
D. FTEF used	
VI. FUTURE PLANS	Not specific enough in terms of reaching its goals. Plans to diversify curriculum with new concentrations, but how will these affect program? (See p. 16 of accreditation report.)

Food Science and Nutrition _____ Program
PROGRAM REVIEW REPORT
1997-1998

ITEM	COMMENTS
I. MISSION	Narrowly vocational. Consider expanding the scope of the mission beyond that focus. Perhaps begin with some of the concepts presented in I. B. as well as incorporating polytechnic characteristics, contribution to society, preparation for lifelong learning, et c.
A. Mission Statement	
B. Distinguishing features of mission	
II. INSTRUCTIONAL ISSUES	Detailed and comprehensive, but not prioritized; not much on social responsibility, except for discussion of economically-disadvantaged families. Terms such as "become familiar with" imply a superficial treatment.
A. Educational Goals	
1. Intended student outcomes	
2. Outline program content and skill coverage	Exemplary exposition of program skill and content coverage. Seems concise and clear.
3. Co-curricular programs or activities	Wide variety of activities, including WIC, Head Start, Senior Nutrition. A matrix of "Intended student outcomes" and these activities would be helpful.
4. Special educational services:	
a) entering students	
b) assistance for at-risk students	Approach is remedial, rather than proactive.
c) Individualized opportunities:	Interesting projects cited, but no indication of what percentage of students participate in these projects. Is "individualization" promoted?
d) General education courses.	
B. Instructional Design and Methods	Exemplary presentation. Assessment of level of attainment of expected outcomes is the next step.
1. Innovations in traditional courses	
2. Other innovative inst. methods	Note that only fourth and fifth points are instructional innovation. Dialog teaching especially seems potentially effective.
C. Assess. meth. & Data	
1. Student Learning Outcomes	
a) Methods used at course level	Includes some very informative methods, e. g., s written evaluation of students by clients, pretest and post-test, case studies are good, community service.
b) Student course outcome data	Examples from addendum are informative.
c) Program outcome data	Pass rate high for Registered Dietitian exam. Examples from addendum are informative.

2. Instructional methods a) Peer review of plans and activities	Department is redesigning this process.
b) Incorporating research into instruction	Several good examples cited. This looks like a good way to incorporate research into instruction.
c) General approach to instruction	Discussion mixes intended outcomes and methods. Applied, ethical issues incorporated. It appears that the approach is (a) emphasize basic skills and knowledge through labs etc., (b) synthesize through problem solving, etc., (c) mentoring by faculty. is this accurate?
3. Instructors a) Colleague eval. procedures	Department is redesigning this process.
b) Student eval. of instructors	New form looks good; recommend more frequent use.
4. Program a) Internal Review Process	We recommend developing a systematic approach to this issue.
b) Accreditation	External review documentation needs to be made available.
c) Alumni evaluation	Although many contacts are made, a systematic process for obtaining program evaluation information is needed.
d) Evaluation by professional advisory board	Priorities and details of Advisory Board evaluation process should be made available.
e) Comparison with similar programs	Comparison points seem credible.
f) Internal strategic planning	seems to be a good start on strategic planning. Vigorous progress on this issue is encouraged.
III. STUDENT CHARACTERISTICS A. Awards and Honors	
B. Placement of graduates	
C. Diversity, Dean's list, AP	Percentage of FdSci on AP seems high.
IV. PROGRAM ADMINISTRATION A. Faculty Scholarship	Department is redesigning this process.
B. Prof. Development Expectations	
C. Non-faculty staff involvement	
D. Resources 1. Personnel	

2. Fiscal Allocation	
3. Facilities	Information from addendum is informative.
E. Admissions criteria 1. Admissions profile	Criteria seem to be reasonable.
2. Success of criteria	Methodology is exemplary.
F. Applicant pool 1. Recruitment	Good plan. Full implementation is encouraged.
2. Program Capacity	

G. Applicants/ accomm./ enrolled	
V. INSTITUTIONAL STATISTICS	
A. Fall quarter Student load	
B. SCU generated	
C. Retention/graduation	Relatively low 5-year graduation rate(?)
D. FTEF used	
VI. FUTURE PLANS	Wish list, no large vision of where they would like to be.

**Soil Sciences Program
PROGRAM REVIEW REPORT
1997-1998**

ITEM	COMMENTS
I. MISSION A. Mission Statement	Mission Statement has 6 points and seems clear and complete. goals and objectives which follow are misplaced and would be better contained in other sections. The committee could not understand the 5 th item of the mission statement: "...to promote the integrity of the department."
B. Distinguishing features of mission	Incomplete.
II. INSTRUCTIONAL ISSUES A. Educational Goals 1. Intended student outcomes	Many intended student outcomes are contained in section I and would be better organized under this section. The four courses used as demonstrations of learning outcomes are excellent and clear. It would be helpful to have the broad goals listed first and the correlated with the specifics which were presented.
2. Outline program content and skill coverage	The description of the concentrations is good. The material on curriculum and constraints seems to be a planning matter and belong in strategic planning. See appendix 1 of report.
3. Co-curricular programs or activities	See addendum
4. Special educational services: a) entering students	The letter of welcome to accommodated students is good. Follow-up calls from the faculty can also be used to promote the department.
b) assistance for at-risk students	the at-risk student approach seems good. See addendum.
c) Individualized opportunities:	Student assistantships, supply set ups, grading, tutoring, student clubs, Soil Science student advancement group, internships, research assistants are all mentioned. Student senior projects are not mentioned.
d) General education courses.	Soil Science 121 is F.2. offering.
B. Instructional Design and Methods 1. Innovations in traditional courses	The basic innovation appears to be the application of lecture material to laboratory and presentation materials. the library, the Web, professional journals and classroom resources are used.
2. Other innovative inst. methods	None listed.
C. Assessment methods and Data 1. Student Learning Outcomes a) Methods used at course level	It would have been helpful if the learning outcomes listed in this section had been integrated into the goals and objectives listed on pages 2 and 3 and then used as a measure of assessment of attainment of goals. The methods of assessment listed are clear.
b) Student course outcome data	For senior level courses the ratios of grades between courses seems extreme. It would be expected that seniors would have a higher grade average than lower level classes. Other evidence beyond grade distributions would be helpful in assessing whether this is symptomatic of another problem.
c) Program outcome data	The comments under b. above would apply and bring to question the success of the program at achieving desired learning outcomes, if a large percentage of the students are not attaining acceptable grades in their senior classes.

2. Instructional methods a) Peer review of plans and activities	There is no mention of the goals and objectives being addressed as part of the process. How are these goals and objectives attained through the curriculum process?
b) Incorporating research into instruction	The statements on the relationship of research to classroom seem appropriate. The listing of grants and professional development awards do not specifically indicate how those grants are aiding student learning.
c) General approach to instruction	The statement is fine but it is also general. Elsewhere in the document there are bits and pieces of the general approach but this section is meant to bring forward a specific statement of pedagogy which could be more descriptive than the brief statement presented. See addendum.

3. Instructors a) Colleague eval. procedures	The statement is somewhat vague and it is not clear whether there is a basis for evaluation that is clear to the faculty being evaluated as well as the evaluation team. See addendum.
b) Student eval. of instructors	The form looks comprehensive. The statement that the faculty receive high overall scores brings to question what the standard of measure is and against what is it measured?
4. Program a) Internal Review Process	This seems to relate to the comments on page 7 and represents an excellent internal assessment process. How often is this assessment carried out?
b) Accreditation	there does not appear to be an accrediting body for soil sciences. It has been 8 years since the last review was made. A program of external review should be established and coordinated with the university program review process.
c) Alumni evaluation	See addendum.
d) Evaluation by professional advisory board	The program has an advisory panel.
e) Comparison with similar programs	The data represented support the statement that the program is the largest of a selected number of regional institutions in the country.
f) Internal strategic planning	
III. STUDENT CHARACTERISTICS A. Awards and Honors	There is a list of students who have received honors but it is not clear if that list is comprehensive and what effort is made to collect the data.
B. Placement of graduates	Very little data is presented on the placement of students.
C. Diversity, dean's list, AP	The data on academic accomplishments or probation indicate a high percentage (over 20%) of the program's students are on academic probation. This may correlate with the comments under II. C. 1.
IV. PROGRAM ADMINISTRATION A. Faculty Scholarship	This section follows the University definitions and is well done. Effective teaching performance addresses teaching skills but not learning outcome success.
B. Prof. Development Expectations	Evidently all faculty develop a professional plan. A copy of an example would be a nice addition to this report. It is not clear how often these plans are reviewed and whether they are used as a measure of achievement. Much of section B duplicates material in A. It is assumed that these listings are a measure of what is contained in the professional development plans.
C. Non-faculty staff involvement	Adequate description. It is noted that there is an administrative assistant rather than a department secretary.

D. Resources 1. Personnel	We note that 3 of the 8 faculty are not certified. Is there a departmental goal to change this if in fact this is significant? Seven of the 8 faculty members are full professors. Is there a plan to integrate assistant and associate professors into the program? There is a wide disparity in the level of professional activity (grants, consulting, publications, presentations) of various members of the faculty. The program could benefit if all faculty were professionally active.
2. Fiscal Allocation	See addendum.
3. Facilities	See addendum.
E. Admissions criteria 1. Admissions profile	
2. Success of criteria	The statement about measuring student success by their performance in upper division seems to be relevant to earlier comments concerning the rate of failure in certain upper division courses. See addendum. the data on employment is incomplete in that it does not give the type of employment so that success in placement of students in the profession can be measured.
F. Applicant pool 1. Recruitment	The program is apparently the largest department of its kind in a regional university, but it is evidently not impacted. The data also indicate that only 18% of the students who enter the program actually graduate in it. The recruiting effort seems well organized but the depth of the pool is unclear.
2. Program Capacity	Some discussion of what the current enrollment is would be helpful, as would a discussion of what constrains capacity. The program capacity should be related to student demand and depth of the pool of applicants.
G. Applicants/ accomm./ enrolled	See addendum.
V. INSTITUTIONAL STATISTICS A. Fall quarter Student load	
B. SCU generated	
C. Retention/graduation	
D. FTEF used	See addendum.
VI. FUTURE PLANS	Future plans include added faculty and remodeled facilities. the demand for these additions and improvements was not established in the body of the report.



THE CALIFORNIA STATE UNIVERSITY

BAKERSFIELD • CHANNEL ISLANDS • CHICO • DOMINGUEZ HILLS • FRESNO • FULLERTON • HAYWARD • HUMBOLDT
LONG BEACH • LOS ANGELES • MARITIME ACADEMY • MONTEREY BAY • NORTHRIDGE • POMONA • SACRAMENTO • SAN
BERNARDINO • SAN DIEGO • SAN FRANCISCO • SAN JOSE • SAN LUIS OBISPO • SAN MARCOS • SONOMA • STANISLAUS

OFFICE OF THE CHANCELLOR

ITS - TII

October 1, 1998

California State University Students, Faculty, and Staff

Dear Students and Colleagues,

Systemwide groups in the CSU have worked for quite a few years to determine academic needs, to assess technology requirements, and to make needed resources available to students, faculty, and staff. A planning effort known as the Integrated Technology Strategy (ITS) has been one such attempt to bring a coherent perspective to all the proposed initiatives to improve CSU's technology capabilities. One of those initiatives, developed over several years, is the Technology Infrastructure Initiative (TII). This initiative proposes to acquire the resources necessary for a full range of telecommunications services, computer workstations, and those services required for the support of teaching and learning.

The accompanying document entitled "The Integrated Technology Strategy: Technology Infrastructure Initiative, Status and Directions Companion Document," provides a brief summary of the TII plan and the value of the initiative to students, faculty, and staff within the CSU. The lengthier "Status and Directions" document is also being made available to a number of campus offices, including the libraries, as well as at the web site <http://its.calstate.edu>. The Systemwide Internal Partnership (SIP), a committee of campus representatives, members of the Academic Senate CSU, and representatives of the California State Student Association, have devised these plans and prepared the reports.

Funding is always a challenge to the realization of our plans in higher education. In the absence of funding for the TII, the CSU attempted a partnership with corporations to make needed resources available. As you might be aware, the venture to form a partnership was abandoned by both the CSU and the potential partners in June 1998. In its place, however, is a solid commitment on the part of the Chancellor, the campus Presidents, and the Board of Trustees to find ways to fund the initiative. The Academic Senate CSU has been fully engaged in planning for this initiative.

Although the strategies and initiatives we are pursuing all point to the improvement of teaching and learning, the CSU community to which we belong requires timely updates of our activities. To that end, we commend these status reports for your review.

Sincerely,

Thomas W. West

Thomas W. West
Assistant Vice Chancellor
Information Resources
& Technology

Maynard G. Robinson

Maynard G. Robinson
General Manager of TII
Chair, SIP

Gene L. Dinielli

Gene Dinielli
Chair, Academic Senate CSU

cc: Chancellor Reed
Campus Presidents
Members, Systemwide Internal Partnership

Chairs, Campus Academic Senates
Members, Academic Senate CSU
CSSA Leadership

The Integrated Technology Strategy: Technology Infrastructure Initiative Status and Directions Companion Document

Note: Extensive consultation and planning for the Telecommunications Infrastructure has resulted in voluminous documentation as well as a two volume plan. The members of the Systemwide Internal Partnership as well as Statewide Academic Senators and a team of student consultants working on the initiative want to make certain that the key elements of the TII are readily available to all CSU constituencies in a convenient form. The companion document is provided in the spirit of enlarging the discussion regarding progress in securing important technology resources for the campuses.

The following questions and answers, a product of the Systemwide Internal Partnership (SIP), are intended to provide an update on the Technology Infrastructure Initiative (TII) in the CSU and answer some of the questions being raised by CSU constituencies. The intention is to clarify the current goals of the TII, explain the differences between the TII and CETI, set forth the lessons learned from the CETI experience and lay out current issues and decisions under consideration to provide students, faculty and staff with needed technology resources.

SIP was established in October, 1996 when the CSU presidents agreed to form an internal partnership to address means for providing technology resources to the campus, including a telecommunications infrastructure. SIP investigated the potential for a public/private partnership and oversaw the development of the CETI

partnership. SIP is now focused on alternative funding and management strategies for the Technology Infrastructure Initiative.

Other documents provide additional information for interested individuals. A complete copy of the ITS-TII Status and Directions will be distributed to campuses and will be available in each campus library. In addition, the document will be posted on the web page: <http://its.calstate.edu>.

What is the Technology Infrastructure Initiative and why is it relevant to you as a student, faculty member, or staff member?

The Technology Infrastructure Initiative is the CSU's commitment to provide up to date technology support to students, faculty and staff in order to enhance resources for teaching and learning. The TII addresses the design, installation, maintenance, and access to technology as well as the support in training, communication and problem solving. The Initiative specifically focuses on three areas:

- The buildout of the campus telecommunications infrastructure;
- The provision of a workstation environment which includes hardware, software; and,

- Ongoing maintenance, training, and operational support and services.

For a student, the TII will support learning by providing:

- Access to computers on campus;
- More labs, core software with assistance and training;
- Improved communication with faculty, other university resources, and other students;
- Access to multi-campus instruction;
- Technical support and training; and,
- Access to a wide range of educational materials, library resources, and databases provided through other initiatives, such as the Unified Information Access System (UIAS).

For a faculty member, the TII will enhance effectiveness by providing:

- Workstation and connectivity to Internet, communications;
- Enhanced communications with students in labs;
- Access from off campus;
- Ongoing training and help desk support;
- Classrooms enriched by educational technology; and,
- Access to data sources, information, and library resources to support teaching and scholarship and service.

Staff members receive benefits because of access to:

- Ongoing technology equipment and training upgrades;

- Strengthened standards in the infrastructure and workstation equipment and software;
- Easier maintenance, training and trouble shooting processes; and,
- Strengthened CSU system permitting greater responsiveness to faculty and student needs.

Campuses receive support from TII's providing:

- The build-out of the infrastructure;
- Unified messaging; and,
- Technology compatibility based upon standards that facilitate intercampus communication, resource sharing, collaboration and economies of scale.

How does the TII relate to the old CETI partnership proposal?

CETI (the California Educational Technology Initiative) represented an effort by the CSU to create a funding mechanism for the TII by combining state general funds with revenue generated by a public/private partnership. This effort reflected an interest in exploring alternate sources of funding the infrastructure build-out when the State was faced with an increasingly constrained fiscal environment.

For many years state revenues for higher education, as a percentage of the state budget, have been static or declining. Public resources to support the needs of colleges and universities (from buildings, supplies, and equipment, to faculty and staff salaries, and technology) are in competition with other

priorities such as K-12, corrections, transportation, and health and welfare. Although recent state support has improved, the budget losses of the early 1990s have not been fully restored. With the projected enrollment growth for the future combined with increased competition for state financial support, the CSU is unlikely to receive all of the funds required to finance the educational needs of its students.

The gap between the resource needs of the CSU and the funds provided by the State was the primary reason the CSU pursued a relationship with the private sector to form a technology infrastructure partnership. Using entrepreneurial means, including participation in third-party sales of technology goods and services, the CSU had hoped to narrow the funding gap in technology and alleviate at least some of the pressure on the State of California.

That venture to form a partnership did not come to fruition and was abandoned by both the university and the private industry partners in June of 1998 for a number of reasons. Primary among those was the inability of the CSU and prospective partners to meet their respective financial objectives. Other issues were raised by University staff, students and faculty related to possible encroachments on academic freedom, intellectual property rights, and administrative and workload uncertainties. CSU developed all necessary safeguards to meet student, faculty and staff concerns. SIP has widened the participation in the planning process to include more faculty and student representatives.

What is the impact of the discontinuance of CETI on CSU's efforts to build out the technology infrastructure?

TII preceded the CETI effort. Indeed, while the CETI funding plan did not prove viable, the experience contributed to the University infrastructure planning process and the development of internal business acumen regarding the system's needs. Site visits to campuses and the related documents and assessments have added to our understanding of technology requirements. The current TII is a stronger expression of system needs, a stronger statement of infrastructure standards and workstation standards than it would have been without the CETI discussions. The debate and discussion over the support services aspects of the initiative have been sharpened. The CSU is now in a position to pursue the funding and initiate the implementation process, and select appropriate strategies with more wisdom and understanding.

There are many positive aspects to the current context in which we are working. The Chancellor, Presidents and Board of Trustees have committed to support the TII. There is a sensitized political environment in the state legislature and at executive levels about the need for public support of technology initiatives.

The final decisions and implementation planning at this point focus on three important areas:

- How to fund the buildout of the campus telecommunications infrastructure:

As part of the budget planning process, the Chancellor, Presidents, and Members of the Board of Trustees have made funding the TII a high priority for the 1999-00 budget and future budget cycles.

- How to provide a high level of technology services to students, faculty and staff?

The Systemwide Internal Partnership (SIP) has plans to develop the services concept across the campuses.

- How to provide and maintain technically current workstations for faculty, staff and student workstations?

The SIP has developed workstation standards and will establish mechanisms for the acquisition of workstations through systemwide procurement opportunities.

What principles will guide these final decisions and plans?

SIP developed the following principles to guide the TII. Primary among these is a commitment to equitable access to technology resources.

1. The substantial financial outlay on the part of the State of California in support of the California State University telecommunications infrastructure will be an investment in education and an incentive to the system and its campuses to provide the highest quality technology services to students, faculty, and staff. The State of California will expect the CSU to be a good steward of its

telecommunications resources by maintaining currency and service levels to students, faculty, and staff appropriate to the CSU's educational mission.

2. The successful achievement of the target environment requires the participation of all 23 campuses in the development, implementation and funding of the ITS-TII, as part of a systemwide internal partnership.
3. CSU students, faculty and staff require a seamless technology environment, from workstation to workstation, that is well maintained and supported to enable them to perform their respective roles in the university system.
4. The intra-campus and inter-campus network will be developed, expanded, managed and operated as a standards-based telecommunications utility to ensure CSU students, faculty and staff have equitable and easy access to shared resources and to each other.
5. The initial buildout of the intra-campus physical telecommunications infrastructure (media, pathways, spaces, terminal equipment) on the 23 campuses will be accomplished as one comprehensive systemwide effort.
- 6 Standards-based messaging, directory, authentication, authorization and security capabilities will be implemented systemwide. This will ensure consistent and efficient communications, resource

sharing, access and security within and across campuses.

7. Operations and support of the ITS-TII Plan will be organized to be most cost-efficient and to provide the most effective "quality of services".
8. CSU information technology staff will be supported and utilized to most effectively implement the ITS-TII Plan.
9. Benchmarking and other audit processing will provide a means for the campuses to review and validate the performance of the ITS-TII operations and support services.
10. All the campuses, plus the CSU Academic Senate, CSSA, CSEA and CFA, will be represented on the Commission on Technology Infrastructure.
11. Intellectual property rights of the creators of that property will be honored.
12. The Chancellor must approve revenue-generating programs to ensure compatibility with the CSU mission.

What are the next steps?

Fortunately, the state economic picture has brightened considerably. Commensurately, there has been a growing acknowledgement during the course of the attempted partnership formation that the cost of the infrastructure build-out ought to be considered a state responsibility. It is now recognized that the cost of the infrastructure buildout, workstation provisioning,

and operational and service support might be advanced through a number of possible funding sources, including: capital outlay (through bonds), support budget augmentations, operational efficiencies, new revenues and possibly student fees.

The Chancellor, the Presidents, and the Board of Trustees, after receiving advice from various groups, have formulated a funding request for the 1999-00 Trustees Budget for ITS-TII. The TII has received a very high priority. At the same time it is not likely that all portions will be fully funded in the early years of implementation. The highest priorities will be the expeditious building of the infrastructure and a request for continuation of state funding to continue to expand access for students, faculty, and staff to technology resources.

Also underway is work to implement the oversight structure. The TII Plan describes a Presidentially-led Commission on Technology Infrastructure (CTI) which is comprised of representatives of all major constituencies, including four faculty appointed by the Chair of the Statewide Academic Senate. CTI will serve in an advisory capacity to the Technology Steering Committee of the Executive Council of the CSU regarding the development, maintenance and currency of the infrastructure buildout and related technology resources.

Issues with significant implications for educational policy, content, or pedagogy are referred to the appropriate bodies (such as the Statewide Academic Senate, the

Commission on Learning Resources
and Instructional Technology,
specific campus provosts and
campus senates) for

recommendation or decision. Each
campus has a reliable mechanism to
guarantee the flow of information
between CTI and the campus.

**Technology Infrastructure Initiative
Systemwide Internal Partnership
Roster of Participants**

Tom West, Assistant Vice Chancellor, Information Resources and Technology
Maynard Robinson, General Manager, Chair, Systemwide Internal Partnership

Campus Delegates

Don Adams, Dominguez Hills
William Aguilar, San Bernardino
Wendell Barbour, Bakersfield
Bill Cannon, Humboldt
John Charles, Hayward, Alternate
Larry Clark, Sonoma
Mark Crase, Northridge, Alternate
Susan Curzon, Northridge
George Dutra, Channel Islands
Spencer Freund, Sacramento, CTI Rep.
Lev Gonick, Pomona
William Griffith, Long Beach
Jerry J. Hanley, San Luis Obispo
Rodney Hersberger, Bakersfield, COLD Rep.
Jolene Koester, Sacramento
David Liu, Northridge
Michael Mahoney, Long Beach, Alternate
Maithreyi Manoharan, Stanislaus
Frank Martino, Hayward
James Morris, Fresno, Alternate
Sherri Newcomb, Fullerton
Norman Nicolson, San Marcos
Roger Ono, Cal. Maritime Academy
Peter Quan, Los Angeles, CIMIT Rep.
Ben Quillian, Fresno
Mark Resmer, Sonoma, CLRIT Rep.
Fred Ryan, Chico
Clarke Sanford, Bakersfield, Alternate
Don Scoble, San Francisco
Richard Sol, San Jose
Beverly Taylor, Chico, Alternate
Chris Taylor, Monterey Bay
John True, San Francisco, Alternate
Joseph Vasquez, San Diego
Donald Zitter, San Jose

CSU Academic Senators

Vince Buck, Fullerton
Hal Charnofsky, Dominguez Hills
Gene Dinielli, Long Beach, Chair
James Highsmith, Fresno
Cristy Jensen, Sacramento
Tim Kersten, San Luis Obispo
Walter Oliver, San Bernardino
Barry Pasternack, Fullerton
Dick Williams, Dominguez Hills
Don Wort, Hayward

CSSA and Other Student Leaders

Alex Arteaga, Dominguez Hills
David Alimi, San Marcos
Thomas Byrne, Los Angeles
Kathleen Clay, San Marcos
Michael Dulle, Bakersfield
Michael Eberley, Bakersfield
Richard Elsom, Chico
Richard Ingram, Monterey Bay
Yorgun Marcel, Dominguez Hills

Chancellor's Office Delegates & Staff

Gary Adams, IRT
Patricia Cuocco, IRT
Pat Dayneko, Contracts/Procurement
David Ernst, IRT
Gary Hammerstrom, Academic Affairs
Sharleen Kim, IRT
Cheryl Kwiatkowski, IRT
Mike McLean, IRT
Bobbie Metzger
Carol Moore, IRT
Dave Reese, IRT
Bruce Richardson, General Counsel
Lenore Rozner, Business and Finance
Ken Secor, IRT
Russ Utterberg, IRT
Elisabeth Walter, General Counsel
Karen Yelverton, Governmental Affairs
Frank Young, IRT

CTI – Commission on Telecommunications Infrastructure

COLD – Council of Library Directors; CSSA – California State Student Association

CLRIT – Commission on Learning Resources and Instructional Technology; IRT – Information Resources and Technology

CIMIT – Commission on Institutional Management and Information Technology

**COMMON MANAGEMENT SYSTEMS (CMS)
BRIEFING FOR ACADEMIC SENATE EXECUTIVE COMMITTEE**

11/3/98

BACKGROUND:

Since 1990, CSU campuses have been exploring, purchasing and implementing new major administrative systems to support campus operations. For a variety of reasons, full inter-campus collaboration, though encouraged, has not flourished in the systems procurement activities or implementation efforts. This approach has not leveraged the size and combined skills of the CSU and is likely to result in much larger life-cycle costs for these systems when total maintenance, reporting and communications requirements are factored into the overall equation.

An opportunity to explore common financial systems was offered as an initiative under the Integrated Technology Strategy development. Given the value to campus operations of integrating administrative systems, the assigned task force was authorized by CIMIT to expand the scope of the effort to include human resource and student administrative systems.

In June 1998, following a lengthy procurement process and evaluation - a process in which over 200 CSU individuals participated - a recommendation was made by the CMS task force to pursue a single vendor's integrated systems suite for the CSU. CIMIT and the Executive Council accepted the recommendation and a negotiating team was authorized to begin contract negotiations with PeopleSoft. A final CSU enterprise wide seven-year contract was signed with PeopleSoft on September 21, 1998.

The following is a summation of the benefits that are anticipated, the focus of the implementation effort and the commitments that are being made by the Chancellor's Office and campuses.

CMS TARGET ENVIRONMENT:

Within 5 -7 years from 1998 the CSU Campuses will:

- Perform administrative functions in concert with a common set of administrative "best practices" approaches.
- Support administrative functions (initially including HR, Financial, student services) with a shared, common suite of applications software
- Support the administrative software suite with shared service centers (software and hardware).

CMS PROJECT MANAGEMENT OBJECTIVES

- Minimize cost to implement and maintain application software
- Minimize time to implement
- Adopt best practice, or the foundation for best practice, where possible during the implementation process.
- Establish standards for reporting purposes

CAMPUS/ C.O. COMMITMENTS - WHO PAYS?

ITEM/FUNCTION	WHO PAYS?
License Cost (commitment by 7-1-99)	System
License Cost (after 7-1-99)	Campus
Annual License Maintenance Fee (starting 99/00)	Campus
Common Software Operations Support	System
Hardware Operations Support	System
Campus Unique Hardware and Software	Campus
Training	Campus
Pre-paid Project Consulting	System
Campus-based Implementation Consulting	Campus

Commitment being made by system is \$10 - \$12 Million per year.

The cost for individual campus implementation and ongoing maintenance has been estimated at 3 times the cost of a collaborative implementation.

CONTRACT SUMMARY:

- Contract term is for 7 years, starting September 21, 1998, with all components bundled together, paid for up front and financed over life of the contract.
- Enterprise-wide license for all P/S modules including Grants and Advancement
- Agreement provides a perpetual license for the products identified, on-site installation support for a single site, seven years of support services, pre-purchased training products and an initial \$1 million worth of consulting services

- Added value/CSU savings attributed to systemwide system negotiations for the PeopleSoft license and license maintenance fees:
 - Versus separate campus purchases of all products: \$30 Million
 - Versus March 1998 systemwide license offer: \$10 Million

CMS BENEFITS OVER CURRENT SYSTEM

- improved service to customers - replacement system is highly integrated and user friendly providing for ease of input, less duplication, reduced rework and frustration.
- improved information quality and access – enhanced, easy access by faculty, staff and students to accurate, timely and reliable information for a wide range of functions from staff benefits to student advising to financial information.
- enhanced ability to manage change – new system is responsive and flexible enough to meet the evolving needs of the institution.
- personal satisfaction and productivity – new systems environment is empowering and will result in improved employee satisfaction and productivity with access to user friendly, efficient tools.
- enhanced operational cooperation – new systems enable process workflow and ease of implementation of process redesign for the delivery of services.
- improved efficiencies – new systems eliminate duplicate systems and processes, reduce the need for management oversight, and enable faculty, staff and students to perform their functions and interactions easier, more accurately, and faster.

CAL POLY CMS VISION AND GUIDING PRINCIPLES

- Web enabled environment offering self service via 90-8-2 rule.
- automated workflow – design through implementation
- Focus on Process Implementation versus Silo Implementation
- Technical /Functional knowledge of the new system must ultimately reside with Cal Poly staff
- By completion of CMS implementation, Cal Poly will have moved from existing integrated/automated base to Web, self service, automated workflow base

COST FOR CAL POLY

- during four implementation years – approximately \$6.5M including application and RDBMS software maintenance, staffing, implementation consulting, training, interim support for existing systems, hardware infrastructure acquisition and support.
- on-going – approximately \$300K per year over current costs.
- on-going operational costs are demonstrably less in a collaborative than in a solo environment assuming collaborative yields desirable results.

CMS CAMPUS IMPLEMENTATION DECISION ALTERNATIVES

The System is offering a “grant” of a PeopleSoft license for any campus that commits to undertake implementation of at least one major module by 7/1/2001 and be underway with implementation of all three (HR, Finance and Student Admin.) by 7/1/2003.

Decision to accept the grant must be made by 7/1/99. Campus pays maintenance on license starting FY 1999/2000.

Post 7/1/99, a campus will need to purchase the license from the system and pay all applicable retroactive maintenance fees.

Decision to self-nominate as “first wave” campus by 11/12/98.

TIMING OF IMPLEMENTATION START

- When not if – drivers include CSU target environment, SCO 21st Century Project, increasing lack of support for legacy systems, increased cost of membership in BMS collaborative.
- Early implementation requires more extensive staff commitment and potentially higher cost for consulting but allows greater opportunity for Cal Poly to influence the development of the CSU prototype software which will dictate, in large part, how business processes are conducted.
- Later implementation is potentially less costly if a useful product is produced but more control over our operational destiny rests with first wave implementers. Later implementation also buys time for increasing campus readiness from the perspective of assembling resources and examination of existing processes.

Summary of Estimated CMS Costs for Cal Poly							
	1998-99	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	Total
Software Costs	<div> <div>HR & Finance</div> <div>Student</div> </div>						
Vendor Basic Software License	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Vendor/Oracle Basic Software Maintenance	\$ -	\$ 154,000	\$ 154,000	\$ 154,000	\$ 154,000	\$ 154,000	\$ 770,000
Total, Software Maintenance	\$ -	\$ 154,000	\$ 154,000	\$ 154,000	\$ 154,000	\$ 154,000	\$ 770,000
Additive Campus Costss	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Project Director	\$ 46,000	\$ 110,400	\$ 110,400	\$ 110,400	\$ 110,400	\$ 110,400	\$ 598,000
-Estimated Number of FTE	0.42	1.00	1.00	1.00	1.00	1.00	5.42
-Estimated Cost Per FTE	\$ 110,400	\$ 110,400	\$ 110,400	\$ 110,400	\$ 110,400	\$ 110,400	\$ 662,400
Vendor Consulting Support	\$ 128,000	\$ 624,000	\$ 528,000	\$ 592,000	\$ -	\$ -	\$ 1,872,000
-Estimated Number of Hours	640.00	3,120.00	2,640.00	2,960.00	-	-	9,360.00
-Estimated Hourly Rate	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 1,200
Vendor Training	\$ 106,800	\$ 213,600	\$ 213,600	\$ 213,600	\$ 35,600	\$ 35,600	\$ 818,800
-Estimated Number of Units (Days)	300.00	600.00	600.00	600.00	100.00	100.00	2,300.00
-Estimated Unit (Days) Hourly Rate	\$ 356	\$ 356	\$ 356	\$ 356	\$ 356	\$ 356	\$ 2,136
Travel Costs	\$ 60,000	\$ 120,000	\$ 120,000	\$ 120,000	\$ 20,000	\$ 20,000	\$ 460,000
-Estimated Number of Days	300.00	600.00	600.00	600.00	100.00	100.00	2,300.00
-Estimated Cost Per Day	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 1,200
Campus Programming Support	\$ 58,800	\$ 302,400	\$ 302,400	\$ 302,400	\$ 302,400	\$ 302,400	\$ 1,570,800
-Estimated Number of FTE	0.58	3.00	3.00	3.00	3.00	3.00	15.58
-Estimated Cost Per FTE	\$ 100,800	\$ 100,800	\$ 100,800	\$ 100,800	\$ 100,800	\$ 100,800	\$ 604,800
Campus User Staffing Backfil	\$ -	\$ 90,000	\$ 180,000	\$ 180,000	\$ 180,000	\$ 180,000	\$ 810,000
-Estimated Number of FTE	-	1.50	3.00	3.00	3.00	3.00	13.50
-Estimated Cost Per FTE	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000	\$ 360,000
SCT Outsourcing	\$ -	\$ 90,000	\$ 180,000	\$ 140,000	\$ -	\$ -	\$ 410,000
Temporary Help/Coop Students	\$ -	\$ 96,000	\$ 144,000	\$ 96,000	\$ 48,000	\$ -	\$ 384,000
Infrastructure Support							
Network Hardware/Software	\$ -	\$ 50,000	\$ -	\$ -	\$ -	\$ -	\$ 50,000
Server Hardware/Software	\$ -	\$ 300,000	\$ 150,000	\$ 100,000	\$ 50,000	\$ 50,000	\$ 650,000
Maintenance	\$ -	\$ 45,000	\$ 52,500	\$ 67,500	\$ 67,500	\$ 67,500	\$ 300,000
Intra/Internet Development	\$ 30,000	\$ 60,000	\$ 60,000	\$ 105,683	\$ 107,683	\$ 105,683	\$ 469,049
IBM	\$ -	\$ -	\$ -	\$ (573,012)	\$ (543,012)	\$ (543,012)	\$ (1,659,036)
BMS/SCT/Mustang Info Maintenance	\$ -	\$ (8,430)	\$ (29,753)	\$ (79,567)	\$ (192,452)	\$ (192,452)	\$ (502,654)
Site Preparations	\$ -	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ 5,000
Total Infrastructure Support	\$ 30,000	\$ 451,570	\$ 232,747	\$ (379,396)	\$ (510,281)	\$ (512,281)	\$ (687,641)
Total Additive Campus Costs	\$ 429,600	\$ 2,251,970	\$ 2,165,147	\$ 1,529,004	\$ 340,119	\$ 290,119	\$ 7,005,959

*IBM hardware last payment 2000-2001
**Last Maint for FAS 2000-2001, Last HRS 2000-2001, Last SIS/Mustang Infor 2001-2002

Approval Status of Program Proposals for 1999-2000 Catalog Cycle

CC = Curriculum Committee, AS = Academic Senate
A = Approved, D = Disapproved, W = Withdrawn

CC:	AS:	
For College of Agriculture:		
A		1. New minor: Wine & Viticulture
For MS Agriculture (College of Agriculture):		
A		2. Rename specialization <i>from</i> General Agriculture <i>to</i> Agricultural Education Retain General Agriculture for 1999 catalog; to be phased-out in future
A		3. New Specialization: Irrigation (BRAE)
A		4. New Specialization: Forest Sciences (NRM)
For BS Agricultural Business:		
A		5. New concentration: International Agribusiness Management
For BS Agricultural Education and Communication:		
A		6. Rename concentration <i>from</i> Agricultural Resources Management <i>to</i> Forestry and Natural Resources:
W		7. Rename concentration <i>from</i> Agricultural Supplies and Services <i>to</i> Agricultural Business Management
A		8. Rename concentration <i>from</i> Animal Production <i>to</i> Animal Science
A		9. Rename concentration <i>from</i> Plant Production <i>to</i> Crop and Soil Science
For Food Science and Nutrition Department:		
A		10. Change name of minor <i>from</i> Nutritional Science <i>to</i> Nutrition
A		11. Change name of program <i>from</i> BS Nutritional Science <i>to</i> BS Nutrition
A		12. New concentration for BS Nutrition: Applied Nutrition
A		13. New concentration for BS Nutrition: Nutrition and Food Industries
A		14. New concentration for BS Nutrition: Nutrition Science
For Natural Resources Management Department:		
A		15. New concentration for BS Forestry and Natural Resources: Wildland Hydrology
Forest Sciences specialization: see MS Agriculture		
For Soil Science Department:		
A		16. New degree program: BS Earth Sciences

CC:	AS:	
For MS Engineering (College of Engineering):		
A		17. New specialization: Bioengineering
A		18. New specialization: Biomedical Engineering
Upon approval of MS Mechanical Engineering, delete specialization: Mechanical Engineering (see ME)		
For BS General Engineering:		
A		19. New concentration: Bioengineering
A		20. New concentration: Biomedical Engineering
For Mechanical Engineering Department:		
A		21. New degree program: MS Mechanical Engineering (Delete specialization: Mechanical Engineering, see MS Engineering)
D		22. New 4 + 1 BS/MS Mechanical Engineering
For Industrial and Manufacturing Engineering Department:		
W		23. New degree program: MS Industrial Engineering
D		24. New 4+1 BS/MS Engineering, with specialization in Industrial Engineering
D		25. New 4+1 BS/MS Engineering, with specialization in Integrated Technology Management

For BS Kinesiology (Physical Education and Kinesiology Department, College of Science and Math):		
A		26. Concentration name change <i>from</i> Commercial and Corporate Fitness <i>to</i> Clinical and Worksite Health Promotion
For Physics Department:		
A		27. New degree program: Bachelor of Arts in Physics

Curriculum Committee comments:

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Withdrawn
by DeFerrari
11.3.98
Exec Com mtg

Members of the Academic Senate,

In hopes of providing the best representation for Cal Poly students in the Academic Senate, Associated Students Incorporated has conducted research to determine the nature of student representation in the CSU system as a whole. Included in this Resolution is our research and the germane percentages demonstrating the nature of student participation and representation in the Academic Senate.

Whereas: The Academic Senate of Cal Poly includes ^{two} ~~one~~ ex-officio student member and

Whereas: CAM 171 (F) states "Where committee function or purposes involve student concerns, such committees shall include student representatives"

Whereas: Students currently serve as voting members on numerous University committees such as Budget and Long Range Planning and the Cal Poly Plan Committee,

Whereas: Eighty-two percent of CSU's include at least one voting student member in their respective Academic Senates , forty-one percent include three or more voting members in their Academic Senates and twenty-four percent include five or more student representatives

**Therefore
Be It**

Resolved: That the Cal Poly Academic Senate grant the students five voting member positions, as appointed by the ASI President, on the Academic Senate.


Aron DeFerrari, ASI Director of Academic Affairs


Dan Geis, ASI President

Members of the Academic Senate,

This is a compilation of the research ASI has done regarding student participation and representation on CSU Academic Senates across California.

CSU School	Members on Academic Senate	Student Members	
		Voting	Ex-Officio
Bakersfield	23	0	0
Chico	40	2	0
Dominguez Hills	63	1	0
Fullerton	51	2	0
Hayward	56	7	0
Humboldt	39	3	1
Long Beach	76	5	0
Los Angeles	35	5	0
Northridge	70	1	0
Pomona	40	1	0
Sacramento	67	0	3
San Bernardino	33	1	0
San Diego	75	4	0
San Jose	30	6	4
San Marcos	60	3	1
Sonoma	37	0	3
Stanslaus	43	2	0

Quick Facts

Percentage of Schools with 5 or more voting students: **24%**
 Percentage of Schools with 4 or more voting students: **29%**
 Percentage of Schools with 3 or more voting students: **41%**
 Percentage of Schools with 2 or more voting students: **59%**
 Percentage of Schools with 1 or more voting students: **82%**
 Percentage of Schools with 0 voting students: **18%**

Average number of members in CSU Academic Senates: **49.3**

not all campuses listed
add SLO

university-senates →